



JOM Foundations

Presented by
Brandon Clark

Session Agenda

- Warmup (15)
- Welcome & JOM Foundation (15)
- Funding & Compliance (25)
- Program Needs Assessment (35)
- Action Planning (20)
- Closing & Q&A (10)

Agency Overview

Arizona Department of Education

**Division of School Support,
Improvement and Indian Education**

Office of Indian Education



"The Arizona Department of Education is a service organization committed to raising academic outcomes and empowering parents."

The OIE Team



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Office of Indian Education

An office in the Division of School Improvement within the Arizona Department of Education

- ❖ Administers federal and state programs to meet the educational and cultural needs of Arizona Native American students
- ❖ Offers technical assistance in collaboration with all ADE units who interact with Local Education Agencies (LEAs)
- ❖ Partners with internal and external entities to provide resources and professional learning for Native American students and educators
- ❖ Encourages and fosters parental involvement in the education of Native American students



Arizona Revised Statute 15-244

OLE Programs and Support



- Johnson O'Malley (JOM) – 25 CFR Part 273
- RISE (Raising Indigenous Success in Education) Grants
- Tribal College Dual Enrollment Program – A.R.S. 15-244.01
- Native American Code Writers Initiative Program – A.R.S. 15-249.17
- Professional Learning
- Indian Education Advisory Council
- **Data** Annual Reports
- Tribal Consultation



ARIZONA

Public & Charter School AI/AN Snapshot*



2026

22 sovereign tribal nations in Arizona

Over **80,000** American Indian/Alaska Native (AI/AN) students representing **264** federally recognized tribal nations

2,417 public and charter schools in **656** districts

About **93%** of public and charter schools have at least one student that identifies as AI/AN

About **2%** of public and charter school teachers identify as AI/AN (1,262 out of 60,546)

* This snapshot excludes BIA schools, tribally controlled schools, tribal grant schools, and private schools

Warmup Activity: Challenges & Successes

- One recent success
- One current challenge
- One thing you hope to learn
- Pair-share then report out



What is JOM & Why It Matters

Why was JOM Created

- Enacted in 1934 as part of the Indian New Deal
- Provides federal support for Native student education
- Addresses funding inequities in reservation-area schools
- Advances educational opportunity and student services
- Continues to support achievement, cultural identity, and tribal involvement today

"JOM was founded on the belief that Native students deserve equitable educational opportunities and that tribal communities should help guide the programs that serve their children."



**Congressman
Thomas Patrick**



**Senator
Hiram Johnson**

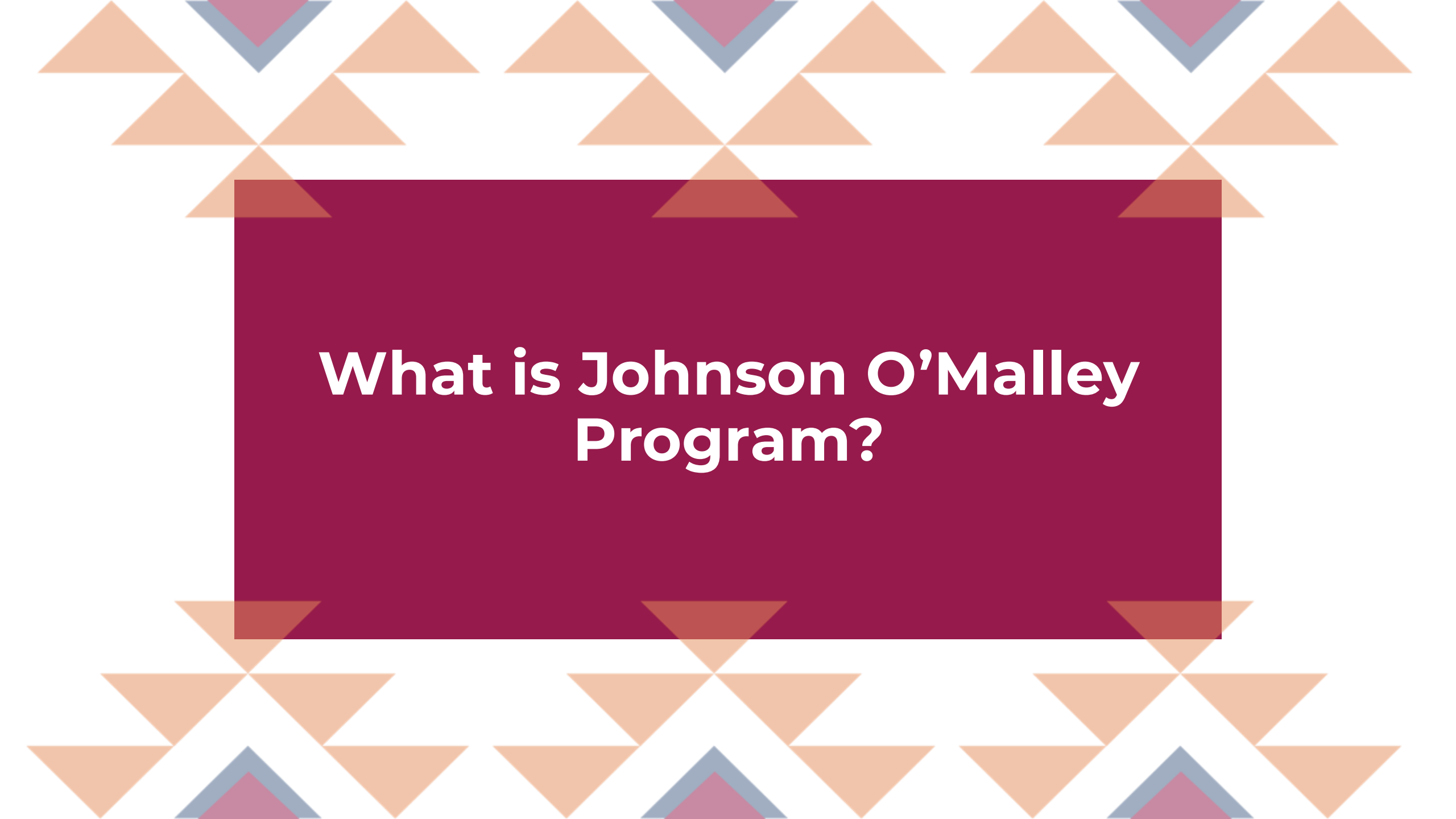
JOM Longstanding Commitment

JOM Modernization Act of 2018

- Reaffirmed Congress's commitment to the JOM Program.
- Directed the Bureau of Indian Education (BIE) to modernize program regulations.
- Clarified student eligibility, funding processes, and program administration.
- Strengthened access to supplemental educational services for Native students attending public schools.

JOM Today

- Supports academic achievement, and educational success.
- Promotes cultural enrichment and Native language opportunities.
- Encourages student engagement, leadership, and school attendance.
- Serves eligible Native students through locally developed programs guided by the Indian Education Committee (IECs).



What is Johnson O'Malley Program?



What is Johnson O'Malley?

Program Purpose

JOM provides supplemental funding to support unique educational needs of American Indian and Alaska Native students.

Administration and Regulation

The program is administered by the Bureau of Indian Education under federal regulations ensuring proper governance.

Local Control and Community Involvement

Indian Education Committees play a vital role in guiding how JOM funds are allocated to meet community needs.

Collaboration and Cultural Awareness

JOM promotes collaboration between schools, Tribes, and communities to enhance educational opportunities and cultural awareness.



Purpose of the JOM Program

Supplemental Academic Support

- JOM funding complements existing school programs by providing tutoring and enrichment activities for Native students.

Cultural Preservation and Identity

- The program supports cultural connection to enhance student engagement, confidence, and long-term success.

Community Empowerment

- JOM empowers Tribes through community involvement and consultation in educational decision-making.



Why JOM Matters today

Supports Unique Educational Needs

Preserves Native Culture and Identity

Promotes Tribal Sovereignty and Self-Determination

Strengthens Family and Community Engagement

Fills Gaps That Other Funding Cannot





What is the impact of JOM?

- **Improve student achievement**
- **Strengthens cultural identity**
- **Increases family and community engagement**
- **Supports student well-being and school engagement**
- **Promotes tribal sovereignty and self-determination**
- **Builds stronger school-tribal partnerships**

JOM Program Compliance & Requirements

25 CFR § 273.114

Key Requirements

- 1. All JOM-funded programs must be developed and approved with the full involvement of the Indian Education Committee (IEC).**

- ❑ Programs must comply with the IEC's roles, responsibilities, bylaws, and organizational procedures.

- 2. All JOM-funded activities must be included in the local JOM Education Plan.**

- ❑ The Education Plan should reflect the identified needs and priorities of eligible Native students and the community.

What is an Indian Education Committee (IEC)?

An Indian Education Committee (IEC) is the local decision-making and oversight body for the Johnson-O'Malley Program.

The IEC represents Native parents and communities by:

- ✓ Identifying student needs and program priorities
- ✓ Participating in the planning and development of JOM programs
- ✓ Approving JOM educational plans and budgets
- ✓ Monitoring program implementation and outcomes
- ✓ Ensuring JOM funds support the educational and cultural success of eligible Native students

Who can serve as the IEC?

25 CFR § 273.115

✓ **Local School Board**

- May serve as the IEC when the board is composed of a majority of Native American members.

✓ **Parent-Elected Indian Education Committee**

- If the school board is not majority Native American, parents of eligible Indian students may elect an IEC from among their members.

✓ **Tribal Designation**

The affected Tribal governing body may designate:

- A Local Indian Committee, or
- An Indian Advisory School Board to serve as the IEC.

Purpose of the Indian Education Committee (IEC)

The IEC helps ensure that JOM programs are:

✓ **Community Driven**

- Developed with input from Native parents, families, and Tribal communities

✓ **Student Focused**

- Designed to address the educational and cultural needs of eligible Native students

✓ **Accountable**

- Monitored and evaluated to ensure program goals and student outcomes are achieved

✓ **Compliant**

- Implemented in accordance with federal JOM regulations and approved program plans

Key takeaway: The IEC exists to give Native families and communities a meaningful role in shaping, overseeing, and evaluating JOM programs so that students receive the greatest possible educational and cultural benefit."

Key Responsibilities of the IEC

Under 25 CFR § 273.117, the IEC is responsible for:

✓ **Program Planning & Oversight**

- Participating in the planning, development, implementation, and evaluation of JOM programs

✓ **Program & Budget Approval**

- Review and approve JOM educational plans and budgets before implementation.

✓ **Curriculum Recommendations**

- Recommend curriculum, instructional materials, and teaching methods that support student success.

✓ **Program Evaluation**

- Monitor program effectiveness, student outcomes, and progress toward goals.

✓ **Staff Input**

- Recommend employment criteria and evaluate JOM program staff performance.

✓ **Contract Review & Oversight**

- Review JOM contracts and monitor program implementation.

✓ **Accountability**

- Recommend corrective actions, including contract suspension or cancellation when necessary.

Key Takeaway: The IEC serves as the community's voice in the JOM Program by ensuring that programs are well planned, fiscally responsible, culturally relevant, and focused on improving outcomes for eligible Native students.

Additional Authorities of the IEC

Under 25 CFR § 273.118, an IEC may also:

- **Conduct annual learning needs assessments**
- Participate in contract negotiations
- Review program and budget documents
- Request reports and evaluations
- Establish grievance procedures
- Meet regularly with school officials and program staff
- Hold public meetings

Key Takeaway

The IEC is the voice of the Native community in the JOM Program and serves as the primary body responsible for guiding, approving, and monitoring JOM-funded activities.

Interactive Activity: Is It Allowable?

- Present 4-5 spending scenarios
- Small group discussion
- Vote: allowable or not?
- Review correct answers

Determining Program Needs

- Conduct surveys and needs assessments
- Gather family and student input
- Review results with IEC
- Prioritize needs



Determining Program Needs

Purpose of Learning Needs Assessment

- Identify Unique Student Needs
- Guide Program Goals
- Flexible Framework for IEC
- Data-Driven Decisions



Purpose of Learning Needs Assessment

 **An annual Learning Needs Assessment helps identify the:**

- Educational needs of Native students
- Cultural needs and priorities
- Academic support needs
- Student, parent, and community concerns

 **Assessment results are used to develop:**

- JOM program goals
- Educational objectives
- Services and activities included in the Education Plan

 The Indian Education Committee (IEC) determines the unique educational needs of eligible Indian students. (§ 273.115)



Best Practices for Developing an Education Plan

1

Start with Student Needs

Use:

- Student data
- Family surveys
- Community input
- Academic performance information

2

Engage Stakeholders Early

Include:

- Parents
- IEC members
- Educators
- Tribal representatives
- School leaders

3

Create Measurable Goals

Instead of:

- Improve attendance

Use:

- Increase attendance among eligible Indian students by 5% during the school year.

4

Evaluate Regularly

- Review progress through out the year & modify programming when needed.

Best Practice for Developing an Education Plan

Start with Student Learning Needs

Use:

- Student data
- Family surveys
- Community input
- Academic performance information

Engage Stakeholders Early

Include:

- Parents
- IEC members
- Educators
- Tribal representatives
- School leaders

Create Measurable Goals

Use:

Increase attendance among eligible Indian students by 5% during the school year.

Evaluate Regularly

Review progress through out the year & modify programming when needed.

Best Practice for Developing an Education Plan

Start with Student Learning Needs

Use:

- Student data
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Engage Stakeholders Early

Include:

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- Educators
- Tribal representatives
- School leaders

Marana Unified School District- Learning Needs Assessment

SY 2024-2025- Native American Education Program & Johnson O'Malley (JOM) Survey

Section 1: General Information

Which best describes you? *

- ☐ Student
- ☐ Parent/Guardian
- ☐ MUSD Staff

Student's Grade Level *

- ☐ Pre-K
- ☐ Kindergarten
- ☐ First Grade
- ☐ Second Grade
- ☐ Third Grade
- ☐ Fourth Grade

What school are you or your student currently enrolled in? *

- ☐ A.C.E
- ☐ Butterfield Elementary
- ☐ Coyote Trail Elementary
- ☐ DeGrazia Elementary
- ☐ Estes Elementary
- ☐ Gladden Farms Elementary
- ☐ Ironwood Elementary
- ☐ Marana High School

Are you aware of the **Johnson O'Malley (JOM) Program**? *

- ☐ Yes, I am familiar with it.
- ☐ I have heard of it but don't know much about it.
- ☐ No, I am not familiar with it.

Have you or your student used any **JOM services** (e.g. tutoring, school supplies, cultural activities, school fees, sport fees, cap & gown) ?

- ☐ Yes
- ☐ No

How often do you participate in **Native American Education Program events, meetings, or services**?

- ☐ Regularly
- ☐ Occasionally
- ☐ Rarely
- ☐ Never

How aware are you of the **Native American Education Parent Committee meetings**?

- ☐ I regularly attend meetings.
- ☐ I am aware of the meetings and I attend occasionally.
- ☐ I have heard of the meetings but don't know much about them.
- ☐ I was not aware of these meetings.

Marana Unified School District- Needs Assessment

Section 3: Student & Parent Needs

What **JOM service** do you feel is the number ONE need for Native American/Alaskan Native students? *

- ☐ Academic achievement recognition
- ☐ Academic Math Support
- ☐ Academic Reading Support
- ☐ After-school tutoring
- ☐ Attendance Monitoring/ Home Visits
- ☐ College & Career Preparation Program
- ☐ Cultural Item for Graduating Seniors
- ☐ Education Support (Assistance with student fees, sports fees, school supplies, cap & gown, and educational field trips, field trips)
- ☐ Eye glasses
- ☐ Kindergarten Readiness Backpacks
- ☐ Light Refreshment for Parent Committee Meetings
- ☐ Native American Cultural Workshops/Activities
- ☐ Quarterly Attendance Recognition Award
- ☐ Senior Banquet
- ☐ Uniform for students at MCAT High School
- ☐ Other

If you answered **Other** - What additional support or programs would you like to see offered? *

Your answer

What challenges do you or your Native American/Alaskan Native student face in school? *

For Example: Academic difficulties, lack of cultural representation, limited access to resources (supplies, technology, etc.)

Your answer

Section 4: Communication & Engagement

What is **your preferred method of contact** regarding JOM or Native American Education Program Updates? *

- ☐ Email
- ☐ Phone Call
- ☐ Text Message
- ☐ Social Media -Facebook group

Would you be interested in volunteering for events or parent committees? *

- ☐ Yes
- ☐ No
- ☐ Maybe

Section 5: Additional Comments

Do you have any additional feedback or suggestions to improve the Native American Education Program and JOM?

Your answer

Best Practice for Developing an Education Plan

Create Measurable Goals

Example:

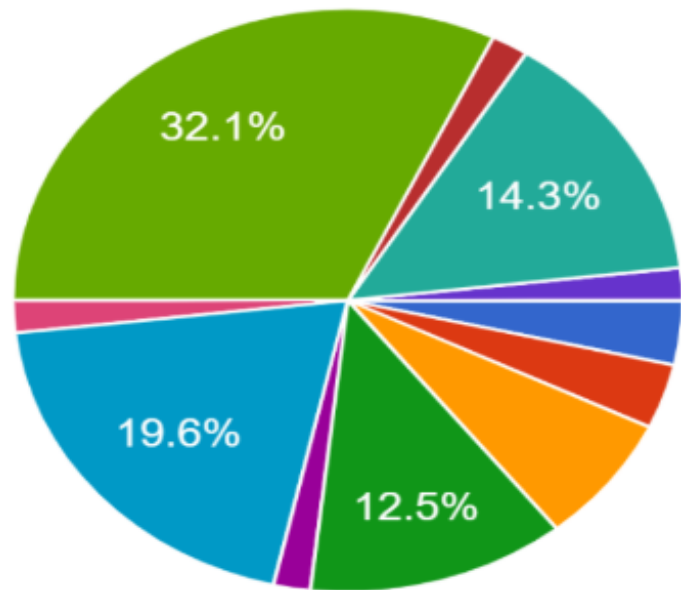
Increase attendance among eligible Indian students by 5% during the school year.

Evaluate Regularly

Review progress through out the year & modify programming when needed

Marana Unified School District

Needs Assessment Student & Parent Needs



- Academic achievement recognition
- Academic Math Support
- Academic Reading Support
- After-school tutoring
- Attendance Monitoring/ Home Visits
- College & Career Preparation Program
- Cultural Item for Graduating Seniors
- Education Support (Assistance with st...

▲ 1/2 ▼

1. 32.1%- Education Support
2. 19.6% -College & Career Prep. Program
3. 14.3%- Native Cultural Activities/ Workshop
4. 12.5% - After School Tutoring

Key Takeaways

- ✓ The Education Plan is the foundation of the JOM program.
- ✓ It ensures that Native student needs drive program decisions.
- ✓ It provides a framework for accountability, transparency, and compliance.
- ✓ It guarantees meaningful involvement of parents, Tribal leaders, and the Indian Education Committee.
- ✓ It serves as the roadmap for improving educational outcomes for eligible Indian students.

From Data to Education Plan

- Analyze survey results
- Identify top priorities
- Develop education plan
- Align budget with needs



Education Plan

IEC Responsibility: Education Plan Development



The Indian Education Committee (IEC) plays a key role in developing the JOM Education Plan.



The **JOM Coordinator must consult with the IEC** to create an Education Plan that identifies student needs and establishes educational goals and objectives.



Together, the IEC and JOM Coordinator help ensure that **services, funding, and community involvement are aligned to support the educational success of eligible Native American students.**



The IEC's participation helps ensure that JOM programs reflect the priorities, voices, and needs of the Native students and communities they serve.

What is an Education Plan?



According to 25 CFR 273.119, an Education plan is a comprehensive document developed by the JOM Coordinator with the Indian Education Committee (IEC) that:

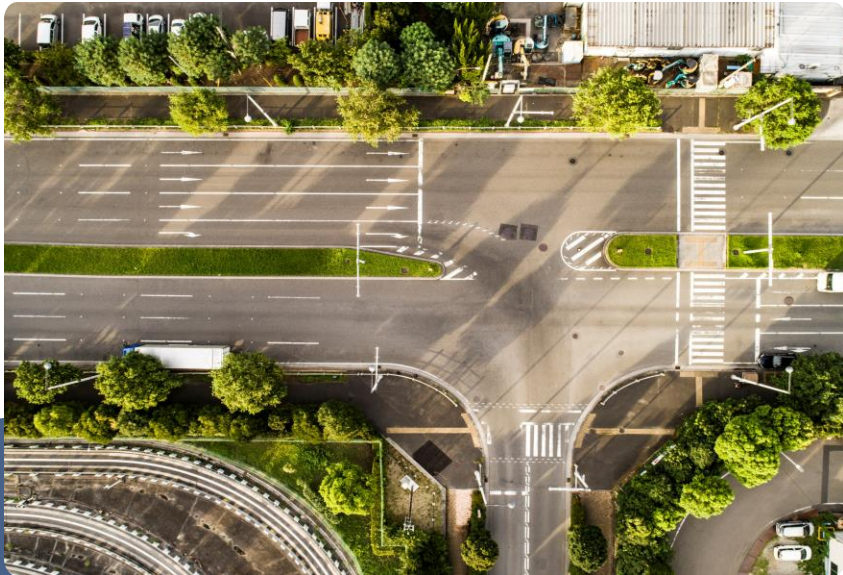
- Identifies the educational needs of eligible Indian students
- Establishes measurable goals and objectives
- Guides the use of JOM funds
- Ensures compliance with Federal and State requirements
- Demonstrates accountability for program outcomes

The Education Plan answers four critical questions:

- What do our Native students need?
- How will JOM funds address those needs?
- How will families, Tribes, and the IEC be involved?
- How will we measure success?

Required Components of the Education Plan

25 CFR §273.119



The Education Plan serves as the roadmap for how JOM funds will support eligible Native American students.

Every Education Plan should include:

- Student needs assessment
- Educational goals and objectives
- IEC involvement and approval
- Program implementation strategies
- Budget and fiscal accountability
- Parent and Tribal engagement
- Evaluation and continuous improvement

An effective Education Plan connects student needs to measurable outcomes and responsible use of JOM funds.

Component 1:

Identify Student Needs



Programs must identify educational needs based on data and community input.

Examples:



Academic Achievement

- Tutoring
- Literacy and math support
- Graduation support



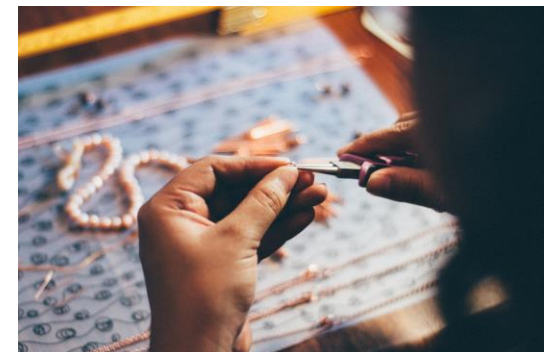
Cultural Enrichment

- Cultural activities
- Language preservation
- Tribal history education



Parent & Family Engagement

- IEC participation
- Family workshops
- School involvement



Question: What evidence shows these needs exist?

Component 2:

SMART Goals & Objectives



Educational Goals Must Be Measurable

Objectives should follow the SMART framework:

- ✓ Specific
- ✓ Measurable
- ✓ Achievable
- ✓ Relevant
- ✓ Time-Bound



Example:

By May 2027, the percentage of JOM students performing at the proficient level in ELA and Mathematics will increase by 5%, as measured by state and district assessments.

Component 3:

How Needs Are Determined



Data Drives the Education Plan

Programs should use multiple data sources to identify needs:

-  State Assessment Data
-  Parent and Family Surveys
-  Attendance and Non-Academic Data
-  IEC Discussions and Community Feedback

Best Practice: Use both quantitative data (scores, attendance) and qualitative data (surveys, family input).

Student needs should be determined by evidence—not assumptions.

Component 4- Parent, Tribal, & IEC Involvement



Meaningful Participation Is Required

- The Education Plan must demonstrate:
- IEC participation in planning
- IEC approval of programs
- Parent engagement opportunities
- Tribal consultation and collaboration
- Community input and feedback

Why It Matters

Parents and Tribal communities help ensure programs reflect local priorities and student needs.

Component 5- Program Implementation



How Will Goals Be Achieved?

The plan should describe:

- Services provided
- Activities offered
- Staffing and responsibilities
- Timelines
- Resources needed

Examples

- Tutoring programs
- Cultural enrichment activities
- Attendance initiatives
- Family engagement events

The implementation section turns goals into action.

Component 6- Budget & Fiscal Accountability



How Will JOM Funds Be Used?

The Education Plan should outline:

- 💰 Program costs
- 💰 Budget estimates
- 💰 Administrative procedures
- 💰 Supplemental vs. operational funding
- 💰 Other funding sources

Key Principle JOM funds should directly support approved educational objectives and student outcomes.

Component 7- Evaluation & Program Effectiveness



Measuring Success

Programs must evaluate:

- ✓ Student outcomes
- ✓ Program effectiveness
- ✓ Staff effectiveness
- ✓ Goal attainment

Examples of Evidence

- State assessment results
- Attendance data
- Graduation rates
- Participation records
- Family feedback surveys

"What gets measured gets improved."

Bringing It All Together



A Strong Education Plan Includes:

- ✓ Identified Student Needs
- ✓ SMART Goals & Objectives
- ✓ Data-Based Decision Making
- ✓ IEC and Parent Involvement
- ✓ Program Implementation
- ✓ Budget Accountability
- ✓ Ongoing Evaluation

The Result

A student-centered plan that aligns JOM resources with meaningful educational, cultural, and family engagement outcomes for Native American students.

The Education Plan is not just a compliance document—it is the blueprint for student success."

Example of Program Education Plan

1. What are the identified needs that will be addressed using the JOM funds? (273.119) Select all categories that apply and provide a brief explanation. For each identified need, provide at least one educational objective (273.119) by using the SMART criteria: Specific, Measurable, Attainable, Relevant, and Timely.

☒ Academic

* i. Please provide a brief explanation detailing each identified need.

Increase academic achievement for JOM Students

* ii. Objective #1: Describe a specific objective of each identified need, be sure to include the following:

- How will this objective be measured?
- What is the timeline for meeting this objective?

Response Example :

- By May 2027, the percentage of JOM students performing at the proficient or highly proficient level in English Language Arts and Mathematics will increase by at least 5 percentage points, as measured by state assessment data and district benchmark assessments.

Measurement:

- Progress toward this objective will be measured using: state assessment results (ELA and Math proficiency levels), district benchmark assessments administered throughout the school year, quarterly progress monitoring data for students receiving targeted support (e.g., tutoring, intervention services)

Timeline:

- Baseline Data Collection: August-September 2026, Ongoing Progress Monitoring: Quarterly (October 2026, December 2026, March 2027), Final Evaluation: May 2027 using state assessment and end-of-year benchmark data

To support this objective, the Native American Education Program Social Worker will monitor all JOM students' grades and attendance at the middle and end of each quarter during the 2026-2027 school year (August 3, 2026 - September 30, 2027). The Social Worker and Director of Student & Family Support Services will review academic data to identify students needing support and will coordinate academic interventions. Positive attendance and academic performance will be reinforced through student recognition efforts.

ii. Objective #2: Describe a specific objective of each identified need, be sure to include the following:

- How will this objective be measured?
- What is the timeline for meeting this objective?

Goal

Baseline Attendance Rate (2024-2025): 90.4% for JOM students compared to 91.8% for non-JOM students.

Target Attendance Rate: Increase JOM student attendance to at least 92% by May 2027.

Strategies for Meeting the Objective:

1. Tutoring Support:

- Provide targeted tutoring services for JOM students who are failing classes or not meeting proficiency standards in English Language Arts and Mathematics, identified through regular grade monitoring.
- Monitoring and Early Intervention:
- The Native American Education Program Social Worker will monitor all JOM students' grades and attendance at the middle and end of each quarter.
- The Social Worker and the Indian Education Committee (IEC) will review academic and attendance data quarterly to identify students in need of intervention.

2. Attendance Incentives:

- Students demonstrating strong attendance (95% or higher) will be recognized to encourage consistent school engagement.

3. Individualized Support Plans:

- Students identified with failing grades or attendance concerns will receive individualized support plans, including tutoring, mentoring, and family outreach.

Measurement:

- Progress will be measured through:
- Quarterly grade and attendance reports
- Number of students receiving academic or attendance interventions
- Graduation and dropout rates for JOM students (year over year)
- Attendance data specific to JOM students

4. Timeline for Meeting this Objective:

- Start Date: August 2026
- End Date: May 2027
- Quarterly Progress Checks: After each grading period (Quarter 1-Quarter 4)
- Final Evaluation: End-of-year review based on graduation, dropout, and attendance data

☒ Culture

* i. Please provide a brief explanation detailing each identified need.

Provide cultural activities for families.

* i. Objective #1: Describe a specific objective of each identified need, be sure to include the following:

- How will this objective be measured?
- What is the timeline for meeting this objective?

Goal:

By May 2027, the Native American Education Program will host at least 10 IEC meetings that include cultural activities and 3-4 standalone cultural events, as measured by event logs, sign-in sheets, and participant feedback surveys.

Measurement:

- Track the number of IEC meetings that include cultural activities
- Track the number of standalone cultural events
- Maintain attendance records and sign-in sheets
- Collect family and student feedback through surveys

Timeline:

- Start Date: August 2026
- End Date: May 2027

☒ Parent Involvement

* i. Please provide a brief explanation detailing each identified need.

Increase parent participation.

* i. Objective #1: Describe a specific objective of each identified need, be sure to include the following:

- How will this objective be measured?
- What is the timeline for meeting this objective?

Objective:

Increase parent attendance at IEC meetings to strengthen family engagement and program effectiveness.

SMART Statement:

By May 2027, average parent attendance at IEC meetings will increase from approximately 6 parents per meeting to at least 12-15 parents per meeting, as measured by monthly sign-in sheets and participation records.

Strategies to Achieve Objective:

Encourage IEC members to personally invite other families

* 2. How were the above needs determined? (273.119) Select all that apply and provide a description.

☒ a. State Assessments

*

State assessment data was reviewed to determine academic needs among students. Disaggregated data was analyzed to compare Johnson O'Malley (JOM) student performance in English Language Arts and Mathematics to that of their non-JOM peers. The results continue to show a higher percentage of JOM students performing below proficiency levels, indicating a need for targeted academic support, tutoring, and ongoing progress monitoring to improve student achievement and long-term outcomes

☒ b. Surveys

*

To strengthen data collection and ensure family voice is included, the Native American Education Program will administer a parent survey at the end of the 2026-2027 school year. The survey will gather input on academic support services, cultural programming, communication effectiveness, and overall satisfaction with the program. Results will be used to guide future program planning and improve services to better meet student and family needs.

☒ c. Non-Academic Data

*

Ongoing discussions during Indian Education Committee (IEC) meetings provide valuable insight into family and student priorities. These meetings allow parents and community members to share feedback on program services, cultural activities, and student needs. Consistent themes include the importance of cultural connection, increased family engagement opportunities, and continued support for student success.

☒ d. Other

*

Attendance data continues to be reviewed to monitor student engagement. Current data shows that JOM students attend at a slightly lower rate than their peers, reinforcing the need for targeted attendance support. In addition, the Native American Education Program Social Worker maintains regular contact with students and families, allowing for ongoing identification of needs related to attendance, academic progress, and engagement. Observations indicate that students respond positively to recognition and encouragement, supporting the use of incentive and engagement strategies.

Why the Education Plan Matters

- The Education Plan is the foundation of the Johnson O'Malley Program. It ensures that JOM funds is aligned with the educational needs of eligible Native students while providing a clear roadmap for student success, accountability, and community involvement.
 -  **Centers Student Needs** – Identifies educational priorities and support services for Native students.
 -  **Amplifies Parent & Tribal Voice** – Developed with the Indian Education Committee (IEC) to reflect community needs and priorities.
 -  **Guides Funding Decisions** – Connects JOM resources to measurable goals, activities, and outcomes.
 -  **Ensures Accountability & Compliance** – Documents program objectives, budgets, evaluation measures, and Federal requirements.
 -  **Measures Student Success** – Establishes goals and methods for evaluating program effectiveness and impact.

"A strong Education Plan transforms community priorities into meaningful educational opportunities and measurable outcomes for Native students." – 25 CFR §273.119

Small Group Exercise

- Review sample survey data
- Identify top 3 program needs
- Discuss rationale
- Share recommendations

Share Out & Discussion

- Participants present plans
- Peer feedback
- Ideas to replicate

Resources, Q&A, and Next Steps

- Frequently asked questions
- Available technical assistance
- Key takeaways
- Commitment to one action step

Update on by-laws and assurances for the following year

Cultural Expo are LEAs presenting on JOM funds this year

Thank You!

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INDIAN EDUCATION**

